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AUTHOR Abungu, Cornelio O.
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ABSTRACT

This study used the Delphi technique to obtain a consensus of factors that contribute to success in the administration of AA high school (those having enrollments of 250 to 500 students) in Texas. A panel of successful principals from the AA high school ranks made up the panel of experts. On the first of three questionnaires, the panel was asked to list the most improtant factors that would contribute to success in AA high school adminstration in the next five years. There were five topics--school management, human relations, working with groups, setting and meeting goals, and personal characteristics. The second questionnaire consisted of edited and organized responses from the first for the panel to evaluate for improtance. On the third round, the panel was given tabulated reactions to the statements on the second questionnaire, and the members were asked to again rate the importance of the statements on the second questionnaire. An extensive breakdown of the results is presented. (Author/IRT)

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The Characteristics of Successful Principals In AA High Schools of Texas

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by

Cornelio O. Abungu, Ed.D.

East Texas School Study Council

East Texas State University

Commerce, Texas

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PREFACE

This report summarizes a council sponsored research project conducted by Dr. Cornelio Abungu which sought to identify characteristics of successful secondary principals. The project was truly a grass roots effort that involved administrators on the firing line. Utilizing the Delphi technique, a panel of experts arrived at a consensus on factors which contribute to success in secondary school administration. While this panel was selected from the cream of the AA high school principals throughout Texas, the skills, concepts, and characteristics identified would appear to have broad application not only in the secondary principalship but also in other administrative positions.

It was a pleasure to work with Dr. Abungu in designing the study, collecting the data, and in editing the report. We hope that you will find the results to be informative and useful to the profession.

Lynn Turner

Chapter 1

INTRODUCTION

It is generally accepted that success in administration for a high school principal is dependent on certain factors which tend to be related to administrative task categories. Parker (1973:1-6) produced a study to develop a model for determining leadership effectiveness skills of public school administrators. In his procedure, he administered a questionnaire to administrators, teachers, students, and parents of the Cullman County School System to determine leadership effectiveness skills of public school administrators. The effectiveness skills determined included communication, discipline, human relations, and organizational planning.

Lindquist (1973:1-16) studied the "critical tasks for the secondary school principalship of the future." The tasks were determined by two groups: (1) incumbent secondary principals identified as thoughtful practitioners, and (2) professors of education nominated by deans or department chairmen in one of the four-year colleges or universities in Oregon and Washington. In addition, similarities and differences in focused tasks were determined. Similarities between group responses and the

literature were also observed. Using the Delphi technique in his procedure, he established a panel of experts made up of twenty-one professors of education and forty-two practicing secondary school principals. The areas of their concern were: Instructional Leadership, School Organization, The Principal as a Change Agent, Community Involvement, Negotiations, and School Management. The two groups determined a total of 129 critical tasks. The author found that, even though the two groups agreed with the content of the surveyed literature, they differed regarding certain areas. The professors were more in agreement on tasks than were the incumbent principals.

Bishop (1973:1-13) analyzed the measurable behavior characteristics of elementary school principals, with the intent of advancing the pre-service and in-service training and selection process of the educational managers. In addition, he desired to establish insight regarding successful principals in certain school districts. According to Bishop's procedures, the superintendent and his selected staff observed and consequently ranked twenty-four principals participating in the study. The resulting data were processed to determine the findings. He found that there was both a set of behavior characteristics and a set of ideal characteristics possessed by principals considered successful.

Administrative success factors seemed to be important considerations in administrative effectiveness. A study to determine factors which contribute to success in the administration of AA high schools in Texas, in particular, was deemed useful.

STATEMENT OF THE PROBLEM

The problem of this study was to obtain, by means of the Delphi technique, a consensus of factors which contribute to success in administration of AA high schools (having enrollment of 230 to 500 students) in Texas.

ASSUMPTIONS

The nominees identified factors which, in their opinions, contributed to success in administration. Furthermore, keeping the respondents anonymous and controlling their feedback made the panel's estimates more accurate. The Delphi technique minimized the biasing effects of dominant individuals, of irrelevant communications, and of panel pressure on individuals toward conformity. There was a meaningful estimate of panel consensus through the combining of individual importance estimates.

SIGNIFICANCE OF THE STUDY

This study compiled relevant factors which concerned universities, colleges, and other institutions engaged in preparing Texas high school principals. These factors can be emphasized in order to strengthen in-service and similar educationl programs. It enables professional personnel, with aspirations toward a AA high school principalship in Texas, to gain helpful information from practicing successful principals about factors which contribute to success in administration. The study identified successful administrative factors which could enable practicing principals to improve professionally and which could serve as a basis for evaluative criteria for administrators.

Chapter 2

REVIEW OF RELATED LITERATURE

A high school principal's success in administration depends on certain factors. The factors may be illustrated through some action-oriented responsibilities of the principal (More, 1957:66). The action-oriented responsibilities can be classified in four areas: school management, human relations, working with groups, and setting and meeting goals. The discharging of these responsibilities depends, in large measure, on the personal characteristics of individual principals.

SCHOOL MANAGEMENT

In a AA high school, a principal's administrative success in school management can be reviewed through his reflecting the school through office management, developing an effective schedule and administrative calendar, sharing his business tasks, and delegating responsibilities to certain school personnel (Linder and Gunn, 1963:47-60).

Reflecting the School Through Office Management

Successful office management, which reflects the efficiency of a school, depends on a number of factors. These factors have been emphasized in various ways, by different authors.

According to Linder and Unn (1963:49), the principal's successful office management depends on: (1) providing adequate facilities and a complete schedule of activities; (2) employing a courteous, considerate key secretary who is well-informed on the entire school program, the principal's office policies, and maintenance of good staff relations; and (3) being certain that responsibilities of office personnel will be met. These factors are important because:

> When the daily transactions of the school staff and students along with those of the public and the parents are considered, the high school office is ordinarily the center of more contacts than a business or industrial office with a larger clerical staff. Supplying simple information to a stream of callers or by telephone, keeping adequate records, handling transactions involving correspondence, the preparation of reports, and the management of appointments, all require a systematic organization of the office if these are to be performed with dispatch and in a manner to properly influence the tone of the school organization.

Corbally, Jensen, and Staub (1961:139-140, 219-221) offered valuable suggestions for successful office management regarding delegation and evaluation. First, the principal should delegate the management of the school office to a responsible clerical staff. The clerical staff should maintain and improve the human-relations function of the office, among other things. Second, the principal should regularly evaluate the efficiency of the school office. He should also evaluate how his attitudes and philosophy of office management affect the efficiency of office functions and the attitudes of others (who depend on the office resources to facilitate certain school services) toward the office.

Developing an Effective Schedule and Administrative Calendar

Several authorities have stressed the importance of successful scheduling in facilitating an administrative calendar. Price (1973:66-69) asserted, in regard to a calendar, that:

> The principal who cannot effectively schedule his staff to cover the required adjunct assignments, or see that it is done, has by his very failure, guaranteed a certain amount of chaos, not to mention actual danger to students and teachers.

Jones, Salisbury, and Spencer (1969:293-294) commented that among steps required to develop an efficient schedule are the following: evaluating the past year's schedule for needed improvements; consulting students, teachers, staff, and community regarding various contents of the new schedule; and deciding on the scheduling method which would achieve objectives. To determine efficiency, "test the following year's schedule by taking a half day in late spring and by having students follow that schedule. Only a few minutes are taken for each class period."

Alspaugh and Harting (1974:33) recommended the use of a computer in scheduling because the ability of the computer to schedule an entire school in minutes allows for several schedules and a better resulting allocation of staff and facilities. They added that computerized scheduling distributes enrollments uniformly within the section of multiple section courses and provides for a more uniform student/teacher ratio and a more efficient utilization of staff and physical resources.

Sharing Business Tasks of the Principal

The principal's responsibilities include involving certain individuals in the school business tasks. The importance of sharing business tasks with these individuals has been analyzed by authorities on the principal.

Linder and Gunn (1963:53) indicated that the principal should share leadership responsibilities with the school business manager in a number of areas including: general management of the school plant, custodial and maintenance services, use of school facilities by community agencies, transportation, and food services.

Linder and Gunn added that consultation between the principal and the business manager is important in matters of selecting employees, including the written and understood policies for defining and maintaining the qualities of their services. Effective consultation with the business manager in these matters requires the principal to know about the management of school funds and to ensure that policies related to them are enforced, justifying any actions taken.

Weldy (1972:27-29) noted that:

> The principal in most school districts today is very much involved in budget development, program planning, allocation of resources, and control of expenditures. He needs to know about the cost effectiveness of alternative programs; and, most important, he must share in rendering judgments about the value of some school programs in relation to their costs.

Delegating Responsibilities
to Certain Personnel

Success in school management depends, to a major degree, on a careful delegation of certain key administrative duties to subordinates. Delegation of such duties facilitates diverse responsibilities of the principal in many ways. Edmonson, Roemer, and Bacon (1960:94-100) stated that the duties of the principal, while demanding professional execution, are diverse enough to require delegation. They added that:

> A number of administrative duties require a nicety of management, an accuracy of detail, and a mechanical skill that are natural to the specialist but are rarely found in the type of personality that lends itself best to the diversity of demands incumbent on the principal.

Jones, Salisbury, and Spencer (1969:306-307) supported Edmonson, Roemer, and Bacon by stating that:

> Principals should learn to delegate authority to others. This permits the principal to use his time in a more organized fashion. It relieves him from doing all the detailed work, much of which can be taken care of by clerks. Some principals are unable to delegate responsibility. They try to see every caller, spend much time visiting, avoid a regular schedule of work, and often neglect to confide in staff members or to draw upon their abilities in developing policies for the school. This type of principal generally has poorly defined policies for his co-workers in the administrative family. If he is unable to define and delegate his own work, it is rather unlikely that he will be able to see clearly, the work of the administrative team. Thus conflicts will arise and personalities may become involved because of poor job definition.

Facilitating instructional tasks. Delegating instructional tasks to certain personnel is a very important priority of the principal's administrative responsibilities. The principal's personnel assignments partly determine the differnece between a good and a poor instructional program (Weischadle, 1974:451-454).

Concerning the instructional program, Unruh and Alexander (1970: 134-135) noted that the principal's competence will be measured in terms of certain interpersonal skills. The skills will be related to how the principal works with individual instructional specialists.

Nygren (1973:26-27) indicated that the principal is the school's educational leader. He must contribute to and defend changes in the educational system. He must face the reality of change-related problems which may involve objections to books, resistance to busing, student protests, program development grievance procedures, and a shrinking of his authority to influence and make decisions.

Linder and Gunn (1963:48-49) stated that success in school management depends on the cooperation of subordinates to whom tasks have been delegated, a "careful delegation of their responsibilities, a reasonable definition of these and the ability of the principal to manage the implied delegation of authority." After delegation, a principal should communicate with his subordinates, who should keep him informed of activities within their delegated responsibilities.

Andersen (1974b:26) noted that management by objectives is a system of planning which requires the administrators to state objectives, methods, implementation, and evaluative procedures so that performance can be related to the stated purposes of the school. Procedures of management by objectives include establishing objectives, planning how to meet the objectives, implementing the plan, and creating a system for evaluating

progress and success. The management by objectives system provides for group goal determination, precise goal definitions, and a structured procedure for goal accomplishment. Objectives of this system develop primarily from needs of the school.

Ingraham and Reefe (1972:28) stated that in management by objectives, the goals are attainable in terms of quantity, quality, time, and expenses. The attainment must be measurable in terms of facts and figures. The facts and figures should provide true measures of performance.

HUMAN RELATIONS

Administrative success in the different aspects of school management would be difficult without practicing good human relations. According to Griffiths (1956:10-20), the vast range of concepts contained in human relations included: applied common sense, good will toward others, faith in the dignity and worth of individuals, mutual respect in interpersonal relations, a genuine behaving and a skill in acting toward others, capacity for interpersonal communication of feelings and ideas, and the unity of interacting personalities. Thus, "human relations is concerned with the motives of man, communication, perception, power structure, authority, morale, group dynamics, decision-making, and leadership." These concepts contain several factors of human relations, as further investigation demonstrates.

Communication

Communication is one of the key means of facilitating human relations. It involves sharing ideas, information, facts, feelings, courses of action, and attitudes. Savage (1968:300-301) said that it involves determining "who says what in which channel to whom with what effect." It also involves arranging particular words to convey effectively decisions, attitudes, and feelings for minimum disappointment, frustration, and antagonism on the part of receivers.

Griffiths (1956:15-16) indicated that communication is conducted through facial expressions, hand and arm motions, statements, walk, and behavior patterns. On this basis, he recommended that statements and behavior patterns of a school administrator should be congruent for him to maintain good human relations with his staff.

Schott (1973:89-90) stated that the principal should keep communication lines open between himself and all factions of the student body. How well he utilizes the formal and informal communication means at his disposal to reach all factions of the student body may determine the success of certain school programs.

Wagstaff (1973:43-44) noted that the principal should maintain a vital communication link between the school and the community. The communication should reduce mistrust and hostility and promote community involvement in school programs.

Gelms (1974:9-16) indicated that the principal must set the public relations climate of the school, seeking effective communication among various groups. He should work through a communications advisory committee of staff, students, parents, and community representatives.

Authority

Authority of the principal is inherent in the position itself, but depends in part on his personal characteristics. His directives and control are generally accepted by subordinates as justified and proper (Theodorson and Theodorson, 1969:21).

According to Isherwood (1973:291-303), authority is defined as "the exercise of control that rests on the willing compliance of subordinates with the directives of their superiors." The definition implies that the human relations skill, as a basis of authority, requires the principal to be tactful and understanding in his relation with subordinates so as to develop confidence and trust. In order for the principal to enable teachers to improve their performance, morale, and related students' performance, Isherwood (1973:291-303) stated that:

> He remains calm in dealing with his teachers, he executes his administrative task in a proficient manner being careful not to hinder teachers; he provides service to teachers beyond that which might be normally expected, and he interacts with teachers and teacher groups in a tactful, understanding way.

Morale

McCloskey (1967:282-287) declared that high morale is a recognizable result of effective administration. It is based on what groups know and

feel about the purposes and the results of their tasks. Building morale requires: (1) establishing policies and regulations that the staff understands as fair; (2) encouraging the staff members to discuss their troubles and interests, while listening concernedly; (3) encouraging and supporting the staff in their school responsibilities; (4) being friendly; (5) promoting group solidarity; (6) defining comptency standards realistically, so that they are attainable, and (7) involving the staff in policy formulation and administrative decisions.

Jones, Salisbury, and Spencer (1969:341) indicated that developing and maintaining staff morale requires the principal to succeed in certain responsibilities. The responsibilities include "providing a stimulating environment, defining staff responsibilities, having grievance machinery, and providing academic and personal freedom for the staff."

Wick (1971:156-157) reported that a teacher's morale would be higher if he knew the persons responsible for making certain decisions. He noted that "the teacher's morale will also be aided if he believes he is capable of making or at least influencing the decisions which he believes ligitimately belong within his sphere of responsibilities."

Caldwell and Spaulding (1973:2) investigated the relationships between the manner in which a senior high school principal administers rules and the teacher's perceptions of the principal's leadership and of the staff militancy. They noted that the school must be concerned with its goals as well as individual needs. These goals and needs must be integrated in a way which is organizationally productive and individually fulfilling.

Decision Making

Decision making is the main function of an administrator. Whenever a problem arises, it enables the administrator to clarify the problem and gather information about it. He then determines several alternatives that may lead to a solution, and chooses from among these the ones to pursue. As a process, decision making is an important vehicle which an administrator could use in facilitating human relations (Corbally, Jensen, and Staub, 1961:50-51).

Savage (1968:125-126) suggested that the decision-making process could range from a situation in which all decisions are made by the administrator to one in which all decisions are made by his subordinates. In the decision-making process, an administrator could: (1) make his decision and announce it; (2) sell his decision; (3) present his ideas and invite questions; (4) present a tentative decision subject to change; (5) present problems, invite suggestions, and then make his decision; (6) define the limits and ask his group to make decisions; or (7) let his group make decisions within prescribed limits.

Griffiths (1959:73,95) stated that developing and regulating the decision-making process in a manner which accomplished stated objectives is one of the most important functions of an administrator. In the decision-making process, the function of the administrator is: (1) to recognize, define, and limit the problem; (2) to analyze and evaluate the problem; (3) to set up criteria for evaluating or judging the solution,

as acceptable and adequate; (4) to gather data; (5) to prepare and select preferred solution or solutions, and test them in advance; and (6) to employ the preferred solution through programming, controlling activities, and evaluating the result and the process.

Steere (1973:61) stated that changing approaches to solving educational problems should contribute to solutions, yet in certain instances they do not. The principal, acting as an educational change agent, must develop commitment among those involved in implementing curricular decisions, the difficult task of decision making for "opinions are adequate for running schools but convictions are needed for changing educational programs."

WORKING WITH GROUPS

Working with groups takes much of a school administrator's time. Therefore, the ability of the school administrator to work with groups affects his administrative success (McLaughlin, 1954:44).

Brown and Cohen (1958:251-252) noted [that the setting often facilitates the group's success in human relations and administration.] How well a group performs under a given administrator (situational factors considered) can be regarded as a measure of administrative success. An administrator occupies a given position in a group, gives direction to the group, often serves as its spokesman, and exhibits behavior which significantly influences what the group does and how it performs.

Eye (1974:8) stated that, in dealing with people, the principal should take the lead in giving commendation, saying supportive things, and demonstrating mutual respect. He added that:

> Mutual respect must be gained. The goal of seeking mutual respect must become contagious. As mutual respect increases, the basis for further democratic or participation action is made possible.

According to Nathe (1974:21):

> There must be a universal respect for an individual's worth and dignity regardless of his race, creed and social status. We must emphasize ways to cooperate for common benefit and stress the development of each individual's potential so long as it does not conflict with the welfare of that individual person.

Jones, Salisbury, and Spencer (1969:168) indicated that the role of the principal includes helping groups to identify their goals and the achievement of these goals. "One measure of a successful principal is his ability to work with others and to lead them to accomplish their mutually developed objectives."

Corbally, Jensen, and Staub (1961:291-292) stated that working successfully with groups (students, teachers, parents, etc.) should indicate the principal's understanding regarding certain factors. These factors include the need for (1) making group tasks clear, (2) providing a tentative timetable for actions, (3) providing for participation of individuals in groups, (4) entertaining and promoting group thinking, recommendations, decision making, and communicating the group's end result, (5) eliminating pressure or penalty on individuals who are opposed to serving as group members, (6) delegating tasks to the group if it may

create a superior result, and (7) dissolving a group whose task is completed.

Gibb (1969:231-241) reported that, when a people-oriented administrator works with a group, the members become self-motivating and self-directing. When a task is delegated to an administrator, he should be evaluated regarding how he exerts influence, gains loyalty, and gains confidence of his group.

Jones, Salisbury, and Spencer (1969:144) wrote that leadership is facilitated by a functional leader: "A functional leader is the coordinator of the action of the group. He accomplishes goals through working with others and by learning their desires and by helping the group attack problems."

SETTING AND MEETING GOALS

Setting and meeting goals is one of the most important functions of a school administrator. In working with groups, a school administrator is expected to develop understandable and useful statements of goals (Corbally, Jensen, and Staub, 1961:47-56).

Liveright (1959:73-74) suggested that, in goal setting, an administrator should: (1) establish specific objectives for the program; (2) let the leader and staff re-examine their objectives for attainability; (3) examine the broad goals of the system, its needs, interests of those it serves, the leader's abilities related to goal achievements, and the establishment of specific goals; (4) weigh stated goals against the philosophy of the system and ideas of the persons to achieve the goals; (5) break down the

goals in terms of long-range and short-range goals; (6) state goals clearly, regarding areas needing particular changes; (7) discuss and analyze goals with leaders and staff members to ensure that all, and especially the leaders, interpret goals similarly. Finally, an administrator should establish a procedure for continuous evaluation and measurement, which determines the extent of goal achievement.

Fielder (1967:283-289) stated that, in goal setting, the tasks or duties related to the goals should be clearly stated and made well known to those who must perform the duties. Task-activities for achieving goals should be part of:

> a variety of procedures (number of different paths to the goal--number of alternatives in performing the job--number of different ways the problems typically encountered in the job can be solved).

Fielder added that each procedure should include a means of verifying accuracy of solutions or decisions, and of examining the next course of action.

Cartwright and Zander (1960:496) stated that goal achievement requires the school administrator, working with a group, to maintain and strengthen them toward group-goals through: (1) pleasing interpersonal relations, mediation in conflicts, and encouragement; (2) giving them opportunity for self-direction, experience, and satisfaction; and (3) entertaining team spirit. His function in goal achievement should include initiation of activities, drawing group attention to the goal and the procedure, and clarifying related issues. He should evaluate for specified

quality and make related expert information available.

Accountability Should Promote Setting and Meeting Goals

Accountability means, according to Bergen (1971:15), "agreeing upon objectives, deciding upon the input to achieve the objectives, and measuring the output to see the degree to which the objectives have been met." Certain aspects of the accountability should promote setting and meeting goals in a number of areas.

Pierce (1974:28) pointed out that these areas include determining the extent to which educational objectives and priorities of the staff are those of the public, verifying the relationship between the strengths, weaknesses, and unmet needs of the school. Determining the degree of efficiency of school operations and measures of accountability were also included.

Barilleaux (1972:17-22) discussed accountability as it relates to performance objectives. He noted that principals should be involved in the formulation of objectives for which they will be accountable within the "diagnostic, prescriptive, implementative and evaluative" cycle. The diagnostic process includes identifying deficiencies, skills, and performances, describing competencies, and identifying certain individuals who will promote community understanding and appreciation of the accountability plan. The prescriptive process involves identifying possible solutions, activating change-oriented instructional decisions based on analysis of

schoolwide data, determining professional growth among teachers, and establishing certain responsibilities. Implementation includes execution, utilization of the faculty, identifying items with groups, delegating authority, and seeing that tasks are executed. The evaluative process includes establishing data-based achievements and describing strengths and weaknesses.

In the practice of accountability, Turner (1972:21) cautioned that:

> Extensive accountability procedures may cause an emphasis that is stronger than desirable on the more easily defined and measured achievement test results, which tend to be largely related to lower level cognitive objectives.

Educational objectives should be realistic and attainable. According to Crowson (1974:3), Michigan's accountability demanded unrealistic pupil educational growth in that it imposed a compensatory educational program which was beyond the achievement of most deprived pupils and did not provide regulations for selection of pupils to be tested for compensation purposes.

Program Planning, Budgeting, Evaluating System

Bergen (1971:15) reported that a planning, programming, budgeting, evaluating system facilitates the accountability concept at all levels of decision making. The system provides for determining school needs, designing and implementing activities or programs, allocating financial and non-financial resources, and determining the success of the plan.

Geel (1973:1-4) considered a planning, programming, budgeting,

evaluating system in relation to district resource allocation. The resources attained were related to reassessing existing programs for improving their effectiveness. The reassessment determined achievement at each stage and the need for alternatives. He stressed that the art of assessment is crucial because the quality of a program can ultimately be only as good as the quality of assessment and the alternatives suggested for possible, and final, adoption.

Evaluation Should Determine Goal Achievement

A well-planned evaluation system seems to be a very important means of determining goal attainment. In this regard, Turner (1974:24-25) discussed the importance of procedure in administrator evaluation. He explained that:

> In every instance the purpose should be clearly spelled out, the timetable involved should be pre-determined, the evaluation criteria defined and made available to the individual to be evaluated, and a discussion held to clarify criteria, the timetable, or procedures to be followed. The evaluator should be careful to be in a position to evaluate fairly the evaluatee on each criterion posted.

Jones (1972:474-481) reported that teacher evaluation has been implemented traditionally with little attached relationship to instructional improvement. He added that, "Most evaluation programs have become so superficial that neither administration nor faculty give much credence to the whole process."

Price (1973:66-68) stated that the principal has the responsibility of building confidence in his teachers so that they can motivate students

to achieve. He evaluated teacher competence partly on how pupils achieve set goals.

Bridges (1974:1-4) discussed faculty evaluation and reported that periodic assessment of performance provides for "maintenance of satisfactory performance levels throughout the organization, and the continual improvement of professional competence." He noted that leniency and self-interest, which account for ineffectiveness of certain evaluation systems, should be reduced.

McKenna (1973:55) reported that the evaluation process should include parts for teachers, students, parents, and administrators. It should provide an insight into teacher performance, enhance aspirations of parents for their children, improve working conditions, and help realize learning outcomes of students.

PERSONAL CHARACTERISTICS

There are certain personal characteristics of principals that tend to be generally desirable. Ovard (1966:6-7) stated that the principal should: (1) rate higher in intelligence than his group; (2) be of good health in terms of sound mind and body, so as to cope effectively with the emotional strains and stress of his work; (3) have confidence in himself and his ideas, so as to effectively relate his initiative; (4) be friendly, cheerful, inspiring, and sociable in his approaches to people; (5) show respect for human ideas, attitudes, feelings, and, therefore,

human dignity; (6) approach the educational profession, and the individuals involved, with a positive attitude; (7) possess high moral character, honesty, integrity, and similar values that are dominant within the community; (8) be an effective speaker, able to present ideas clearly, effectively, and concisely; and (9) be a sympathetic listener but firm in administering school policies. Ovard (1966:6-7) added that:

> The personal character traits are an important aspect of the functioning of a leader. However, the role of leaders and the specific situations in which the leaders are found indicate that a great many characteristics are needed. A specific situation require one set of characteristics while another situation may call forth the opposite characteristics.

Yauch (1957:85-91) noted that, for a principal to be successful, he should at least possess high moral, ethical, and related value systems, have an intimate knowledge of the school community and its activities that affect the school, and possess a command of educational theory of human growth and learning. He should have the necessary know-how to help teachers achieve their classroom objectives and should be skilled in the organization and administration of the school as a whole.

Jones, Salisbury, and Spencer (1969:166-169) listed desirable personal characteristics a principal should have: good physical and mental health, a high degree of intelligence, acceptable personality in terms of his total behavior pattern, a sense of humor, and an even temper. He should be of good moral character and integrity, and should be understanding, fair, patient, and persistent. He should have adequate professional competencies which include a wide background of undergraduate

or graduate work, a deep understanding regarding the nature of learning with which he must deal, and a knowledge of the technical aspects of educational administration. He should be able to relate his knowledge and skills in a meaningful way. He should possess an adequate background of experience and a good understanding of discipline related to his services. He should be able to work with groups and adjust to situational patterns.

Linder and Gunn (1963:24-29) stated that the principal is expected to possess a sense of orderly school management, to believe in youth, to feel satisfaction in working with them, and to appreciate the importance and difficulty of good teaching, because "good teaching conforms to no fixed formula, and its practice yields to no such formula." The principal should be friendly, considerate, democratic, and not impulsive toward his staff. He should be openminded and have confidence in others. He should possess initiative and good judgment, which are integral measures of his success. He should be willing to face and tolerate criticism.

Bergen (1971:30) stressed that the principal must be a good listener. He should also be a skillful administrator in communicating the results of his observation to the teachers.

Hedges (1973a:33) recommended to the administrator the practice of paraphrasing others involved in a person-to-person discussion. He stated that:

> If in a small group meeting, in your visits with each faculty member, you employ the facility of, at times, rephrasing and giving back to a fellow his expressed thought, you are clearly demonstrating to him that you are listening.

Stryker (1958:116-119) studied the meaning of executive qualities and identified traits essential for successful executives. The traits he noted were judgment, initiative, integrity, foresight, energy, human relations, decisiveness, dependability, emotional stability, fairness, ambition, dedication, objectivity, and cooperation.

Burrup (1962:22-23) summarized the research findings regarding similarity in leaders' traits and performance, irrespective of the leaders' function or situation. He noted that:

> Traits and attributes that may be considered to be positively related to leader behavior, but with low statistical correlation, are disposition responsibility, integrity, self-confidence, social activity and mobility, social skills, physical characteristics, and fluency of speech.

Burrup added that traits and attributes included "popularity, originality, adaptability, judgment, ambition, persistance, emotional stability, social and economic status, and communicative skills." Insight, initiative, and cooperation were found significant, but not on the basis of statistical treatment.

Stogdill (1948:64-67) reviewed 125 studies dealing with the personal characteristics of leaders. His primary methods for identifying and studying these personal characteristics were:

> (a) observation of behavior in group situations, (b) choice of associates (voting), (c) nomination or rating by qualified observers, (d) selection (and rating or testing) of persons occupying positions of leadership, and (e) analysis of biographical and case history data.

Stogdill grouped the personal characteristics identified under six significant calssifications: (1) capability, which included intelligence,

alertness, verbal facility, originality, and judgment; (2) achievement, which included scholarship, knowledge, and athletic accomplishments; (3) responsibility, which included dependability, initiative persistence, aggressiveness, self-confidence, and the desire to excel; (4) participation, which included activity, sociability, cooperation, adaptability, and humor; (5) status, which included social-economic position and popularity; and (6) situation, which included mental level, status, skill, needs and interests of followers, and objectives to be achieved.

Chapter 3

A DESCRIPTION OF THE PROCEDURE

The procedure for this study was adapted from a study by Binning, Cochran, and Donatelli (1972:6-31), and an outline of Schmuck and others (1972:115-116). These two sources define the Delphi technique, used in this study, as a rapid and effective means of obtaining and improving judgments of a selected group, especially in situations where exact judgment is not available.

Three characteristics of the Delphi technique are: (1) the anonymity of individual or group responses. (2) iteration and controlled feedback, and (3) statistaical group response. Anonymity means that statements and responses of a particular participant in the study cannot be tracked back to that particular participant. Communication with the respondents is repeated several times, during which times feedback is carefully controlled. The group response on the final round is defined as a suitable consensus of individual reponses. These three characteristics minimize possible biasing effects of probable dominate individuals, irrelevant interactions, and other possible pressure on groups toward conformity.

Besides providing for selection of and communication with the cream

of incumbents of a profession, the Delphi technique requires little time of the panelists, motivates their involvement which it satisfies through feedback, and, finally, enables them to arrive at a consensus representative of their expertise. In the process, this systematic technique lends objectivity, based primarily on each respondent's knowledge, experience, philosophy, and opinion. The technique does not expect respondents to travel, do advance reading, or research answers. It does not employ parametric statistical procedures.

In using the Delphi technique to determine factors which contribute to administrative success of AA high school principals in Texas, the procedures included: panel selection, and the development and use of three questionnaires to achieve group consensus.

PANEL SELECTION

The University Interscholastic League Spring Meet list of participating high schools in 1973-1974 listed 215 AA high schools. The Texas Public School Directory of 1973-1974 provided addresses for these schools. The principals of AA high schools were contacted, by means of a letter, informing them that the study sought to identify successful AA high school principals in Texas and the factors which contributed to their success in administration. Each was asked to participate in the first phase of the study by nominating three AA high school principals in Texas whom he regarded as successful in administration.

Each principal was asked to nominate successful AA high school principals as follows: (1) one from his athletic conference; (2) one from outside his athletic conference but within his regional service center area; and (3) one from outside his regional service center area. The respondents were assured of being anonymous. The nomination procedure facilitated geographical distribution of the nominees.

Of the 215 AA high schools contacted, 194 responses were received, of which 174 listed nominees. A survey of similar Delphi studies indicated that a definite percentage return of questionnaires was not usually a specified requirement, nor was it in this study. However, the response from the nomination procedure was considered excellent.

The panel of experts comprised the two principals nominated most frequently from each of the twenty regional service center areas in Texas, with at least three nominations required. The toss of a coin was used to break a tie. Since three nominations were required, not all service center regions had two principals eligible to be panelists. Regions twelve and fourteen had only one nominee each. The adjacent regions five and six were combined but yielded just one nominee. Regions eighteen and nineteen combined yielded two nominees. All other regions had two nominees. The panel of thirty-three experts thus selected had wide geographical representation.

The thirty-three principals thus identified as successful AA high school administrators were asked to participate on a Texas state-wide panel

of experts. They were informed that the Delphi technique adapted for this study used three rounds, requiring only twenty to thirty minutes of their time for each round. The principals comprising the panel of experts were also informed that questionnaire one of the first round, which was enclosed with the letter requesting their cooperation, would seek expert opinion concerning what factors contributed to successful administration of a AA high school. It was explained to them that questionnaire two of the second round would consist of edited and organized responses from the first questionnaire, for evaluation concerning importance. They were told that the third and last questionnaire would contain tabulated reactions to statements on the second questionnaire in regard to rank of importance. It was made clear to the identified experts that no travel would be necessary, no advanced reading would be required, and no researching of answers would be expected. Furthermore, individual responses would be held in the strictest of confidence at all times. Each panel member was assured of receiving a copy of the final report.

QUESTIONNAIRE ONE

An open-ended questionnaire was designed which contained five topics: (1) school management, (2) human relations, (3) working with groups, (4) setting and meeting goals, and (5) personal characteristics. Panelists were asked to draw from their knowledge, experience, philosophy, and opinion, and to list, for each of the five areas, the most important factors

that would contribute to success in AA high school administration within the next five years. Of the total number of panelists, 91 percent completed and returned the questionnaires.

Binning, Cochran, and Donatelli (1972:14-15) pointed out that, if panelists generate statements that compose questionnaires for a sequence of rounds, they work harder and better. The procedure provides for including a wider range of practical alternatives, minimizes the biasing effect of the researcher, and lends to efficiency because the experts define and emphasize factors of their professional concern.

QUESTIONNAIRE TWO

Statements generated by the panelists were edited for categories of content and for readability. One hundred five statements relating to the five topics were determined. Under each of the five topics, statements were listed in order of frequency from the highest to the lowest.

In the second round, the panelists received questionnaire two and were asked to rank each statement on the extreme importance-little importance scale next to it. The Delphi technique thus allowed each suggestion a consideration by the full panel of experts. Similarly, panel members were enabled to rank each response. The number of completed questionnaires returned was 97 percent.

QUESTIONNAIRE THREE

The extreme importance-little importance scale was assigned numerical

values of five to one, respectively. The data were tabulated and processed by a computer to furnish a median and interquartile range for each statement on questionnaire two. The formula used to compute each median is taken from Gourevitch (1966:58). Questionnaire three was identical to questionnaire two, except for the addition of median and interquartile responses from questionnaire two.

In the third and last round, each panelist received both his questionnaire two and questionnaire three. Next to each statement on questionnaire three were columns of computed data--an extreme importance-little importance scale, a median, and the interquartile range for each statement. The panelists were again asked to rate the importance of the statements and to register either their previous response or to make any changes they wished on questionnaire three. A follow-up by mail and telephone helped achieve an 88 percent return of completed questionnaires by the panel of experts.

Chapter 4

PRESENTATION OF DATA

The data for this study were gathered through using the Delphi technique as described in Chapter 3. On the basis of the data, Tables 1, 2, 3, 4, and 5 represent a tabulation of ranked administrative success factors. The factors were ranked in descending levels of perceived importance as indicated by the size of the median.

Using the median to determine the degree of importance has been justified by Binning, Cochran, and Donatelli (1972:25). Their study indicated that:

> It is a fact that if the true answer to the question lies outside the answers given by the group, then the median is as close to the true answer as one-half of the group; also, if the range of answers given by the group includes the true answer, then the median is closer to the true answer than half of the group. If the distribution of answers given by the group were normally distributed, the same would hold true of the mean; however, in many cases, the distribution of answers is skewed, making it advisable to use the median. This illustration supports the rationale for using the median. When the median is used as a meaaure of central tendency, the interquartile range is used as the measure of variability, thus the median and interquartile range are normally used in classical Delphi analysis.

In this study, it was advisable to use the median for determining the degree of importance and the interquartile range for determining the degree of consensus on each response because the distribution of responses

was skewed.

Binning, Cochran, and Donatelli (1972:26) noted that "while the Delphi technique is a method of eliciting and refining group judgments, it would be unfair to conclude that the median response of any group is more important than an individual response might be. In practice, Delphi panelists are selected because they have knowledge pertaining to the topic under investigation. In this study, (1) the panelists were incumbent experts and were regarded by their peers as successful administrators, and (2) the panelists were asked to base their selection of success factors on their knowledge, experience, philosophy, and opinion. Each contributed success factor was therefore regarded by this study as important.

Consensus of the panelists as to importance of each success factor was determined by the median and the interquartile range. The median (Mdn.) is the fiftieth percentile of responses ranked in numerical order. Each median used in this study was computed using the Gourevitch formula. The interquartile range (IQR = Q3-Q1) is the difference between quartile one and quartile three, or the spread of 50 percent of responses about the median. The perceived importance of the statement increases as the median increases. The consensus on the importance of the statement increases as the interquartile range decreases.

In order to be certain that consensus on the success factors occurred, the data determined through questionnaires two and three were compared. Differences in the interquartile range and median between questionnaires two and three were determined. These indicated that there was greater group consensus on round three than on round two in each of the five

concept categories. The levels of importance remained essentially the same. It is therefore safe to conclude that a typical Delphi consensus occurred in this study.

Binning, Cochran, and Donatelli (1972:26-29) indicated that "a decrease in the size of the interquartile range on successive rounds, indicating greater group consensus is characteristic of the Delphi" technique and indicates that Delphi characteristics are operating, as was the case in this study. They added that a degree of arbitrariness is necessary when designating the limits of consensus and levels of importance. Their arbitrary definitions regarding levels of importance of success factors have been modified and adapted for analyzing findings of this study. The adapted definitions appear at the bottom of Tables 1, 2, 3, 4, and 5.

According to the intervals of importance levels of success factors, the median ranges from 4.75 - 5.00 indicated highest (extreme) importance. Median ranges from 4.50 - 4.74 indicated very high importance; 4.00 - 4.49 indicated high importance; 3.00 - 3.99 indicated moderate importance; and 1.00 - 2.99 indicated little importance. These numerical definitions and statements related to them will be used throughout this part of the study. Findings of this study will be analyzed within each interval of importance levels of success factors.

Table 1

Ranked Administrative Success Factors
Regarding School Management

Order by Median	Success Factors	Median	Interquartile Range
1	Placing personnel properly in key assignments	4.94	0.56
2	Demonstrating good decision making	4.90	0.60
3	Being aware of what is going on in the school	4.81	0.76
4	Being certain that responsibilities are met	4.74	0.96
5	Maintaining a functioning instructional program	4.59	1.07
6	Having ample and dependable office assistance	4.59	1.19
7	Having board policies that cover problem areas	4.46	1.19
8	Making everyone know what to expect	4.39	1.12
9	Managing school funds	4.31	1.15
10	Being strict in disciplinary matters	4.25	1.11
11	Making directions very clear	4.21	0.87

Table 1 (continued)

Order by Median	Success Factors	Median	Interquartile Range
12	Sharing of leadership	4.18	0.94
13	Having knowledge of school law	4.13	1.04
14	Maintaining a functioning extra-curricular activities program	4.13	1.04
15	Having knowledge of curriculum	4.11	0.66
16	Being able to justify every action taken	4.07	1.01
17	Managing school plant	4.04	1.29
18	Understanding personnel and departmental roles	3.94	0.85
19	Scheduling time for all administrative duties	3.93	1.04
20	Establishing priorities	3.91	0.95
21	Establishing organized routine	3.87	1.14
22	Enforcing definite school policies to the letter	3.77	1.20
23	Using planning, programming, budgeting system	3.46	1.17

Table 1 (continued)

Order by Median	Success Factors	Median	Interquartile Range
24	Analyzing educational research and practices	3.46	1.22
25	Visiting classes frequently for valid evaluation	3.46	1.38
26	Knowing federal program application techniques	3.27	1.41
27	Being expert in dealing with the news media	3.21	1.27

Intervals of Importance Levels of Success Factors

4.75 - 5.00 Highest Importance
4.50 - 4.74 Very High Importance
4.00 - 4.49 High Importance
3.00 - 3.99 Moderate Importance
1.00 - 2.99 Little Importance

Table 2

Ranked Administrative Success Factors
Regarding Human Relations

Order by Median	Success Factors	Median	Interquartile Range
1	Having genuine interest in the welfare of students and staff	4.92	0.58
2	Having an open-door policy to students and staff	4.90	0.60
3	Believing sincerely in the worth of an individual	4.90	0.60
4	Being able to listen	4.84	0.66
5	Being approachable by students, teachers, and parents	4.78	0.83
6	Being enthusiastic	4.78	0.83
7	Making good decisions under stress	4.78	0.86
8	Supporting individual teachers in disciplinary matters	4.74	0.89
9	Treating others as you would like to be treated	4.74	0.89
10	Being able to take blame and share credit	4.65	1.01

Table 2 (continued)

Order by Median	Success Factors	Median	Interquartile Range
11	Demonstrating confidence in others	4.65	1.01
12	Being skilled in working with individuals	4.65	1.10
13	Communicating with individual students, staff, and community members	4.59	0.99
14	Practicing equality	4.53	1.08
15	Knowing and understanding personnel as individuals	4.53	1.13
16	Being aware of the problems in the community that influence your school	4.46	1.19
17	Having patience with individuals	4.41	0.99
18	Being willing to solve school problems	4.39	1.12
19	Making evaluations based on available ideas and information, but without prejudice	4.29	0.97
20	Understanding causes of problems	4.26	0.89

Table 2 (continued)

Order by Median	Success Factors	Median	Interquartile Range
] 21	Having a sense of humor for human relations	4.25	1.11
22	Being positive in all relations	4.23	1.17
23	Keeping students, staff, and community well informed	4.22	1.01
24	Praising individuals for good work	4.22	1.01
25	Allowing individuals freedom of carrying out responsibilities to the best of their abilities	4.20	1.06
26	Having empathy and sympathy with others	4.09	0.95
27	Helping individuals of different back-ground to understand each other	4.09	0.95
28	Interacting with others so that a personal feeling of adequacy may have an impact on them	4.00	0.97
29	Knowing moods of individuals as based on their ethnic, social, and economic backgrounds	3.96	1.31

Table 2 (continued)

Order by Median	Success Factors	Median	Interquartile Range
30	Visiting with individual personnel of the school	3.78	1.57

Intervals of Importance Levels of Success Factors

4.75 - 5.00	Highest Importance
4.50 - 4.74	Very High Importance
4.00 - 4.49	High Importance
3.00 - 3.99	Moderate Importance
1.00 - 2.99	Little Importance

Table 3

Ranked Administrative Success Factors
Regarding Working with Groups

Order by Median	Success Factors	Median	Interquartile Range
1	Preparing thoroughly before group meetings	4.69	1.01
2	Achieving cooperation from co-workers	4.53	1.04
3	Keeping communication open among all groups	4.53	1.04
4	Directing groups in such a manner that they feel that decisions arrived at are theirs	4.25	1.11
5	Giving groups sufficient information on meetings	4.22	1.01
6	Defining group tasks clearly	4.18	0.78
7	Being democratic in working with groups	4.16	0.99
8	Involving groups to plan and implement tasks	4.12	0.90
9	Avoiding the dominating of a group meeting	4.06	0.85
10	Adapting and adjusting to various groups	4.03	0.73

Table 3 (continued)

Order by Median	Success Factors	Median	Interquartile Range
11	Being able to cause groups to interact	3.80	0.76
12	Keeping groups small for better involvement	3.93	1.02
13	Making brief and precise speeches to groups	3.91	0.97
14	Announcing group progress and results by stages	3.62	1.31

Intervals of Importance Levels of Success Factors

4.75 - 5.00 Highest Importance
4.50 - 4.74 Very High Importance
4.00 - 4.49 High Importance
3.00 - 3.99 Moderate Importance
1.00 - 2.99 Little Importance

Table 4

Ranked Administrative Success Factors Regarding Setting and Meeting Goals

Order by Median	Success Factors	Median	Interquartile Range
1	Gaining cooperation and loyalty from co-workers	4.74	0.89
2	Selling goals and needs to the superintendent and school board	4.39	1.12
3	Providing clear and meaningful procedures	4.31	1.15
4	Planning for anticipated problems	4.28	1.01
5	Pursuing realistic, attainable, and measurable goals	4.27	1.06
6	Encouraging and recognizing personnel working toward goals	4.22	1.01
7	Assigning goals to individuals and groups that they can achieve	4.22	1.01
8	Developing objective means of checking if goals will be met as set	4.18	0.94
9	Involving students, staff, and the community in meeting goals	4.12	0.90

Table 4 (continued)

Order by Median	Success Factors	Median	Interquartile Range
10	Establishing priority of long and short range goals	4.00	1.19
11	Accommodating recognized weaknesses	3.94	0.85
12	Keeping progress reports up to date to meet unexpected evaluation inquiry	3.92	1.20
13	Adapting to deadline changes	3.85	1.36
14	Encouraging competition in meeting set goals	3.62	1.31
15	Giving progress reports concerning meeting goals	3.56	1.53
16	Showing employees how to perform their tasks	3.34	1.29

Intervals of Importance Levels of Success Factors

4.75 - 5.00 Highest Importance
4.50 - 4.74 Very High Importance
4.00 - 4.49 High Importance
3.00 - 3.99 Moderate Importance
1.00 - 2.99 Little Importance

Table 5

Ranked Administrative Success Factors
Regarding Personal Characteristics

Order by Median	Success Factors	Median	Interquartile Range
1	Being honest	4.98	0.52
2	Being sincerely concerned for people	4.96	0.54
3	Having high moral conduct	4.94	0.56
4	Being dependable	4.90	0.60
5	Being professionally dedicated in leadership	4.90	0.60
6	Being understanding	4.87	0.63
7	Being respectful to oneself and others	4.87	0.63
8	Having self-confidence	4.78	0.83
9	Being a listener	4.74	0.89
10	Having foresight	4.74	0.89
11	Being patient	4.74	0.92
12	Setting the best example	4.74	1.01
13	Being firm	4.69	0.97
14	Being friendly	4.59	1.03
15	Being flexible	4.59	1.03

Table 5 (continued)

Order by Median	Success Factor	Median	Interquartile Range
16	Having a thich skin	4.59	1.19
17	Being well groomed	4.46	1.08
18	Being humorous	4.29	1.69

Intervals of Importance Levels of Success Factors

4.75 - 5.00 Highest Importance
4.50 - 4.74 Very High Importance
4.00 - 4.49 High Importance
3.00 - 3.99 Moderate Importance
1.00 - 2.99 Little Importance

Chapter 5

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The literature appears to support that success in high school administration depends on certain administrative factors. These factors were identified and discussed in five major areas: school management, human relations, working with groups, setting and meeting goals, and personal characteristics.

SUMMARY

This study was designed to obtain, by means of the Delphi technique, a consensus on the factors which contribute to success in administration of AA high schools in Texas. As explained in Chapter 3, the Delphi technique is a systematic method which elicits the opinions of experts.

The panel of experts was selected in the following manner. The University Interscholastic League Spring Meet list of participating high schools in 1973-1974 listed 215 AA high schools in Texas. Using the 1973-1974 Texas Public School Directory, principals of all AA high schools were contacted by mail. Each principal was asked to nominate three AA high school principals in Texas whom he regarded as successful in

administration: (1) one from his athletic conference, (2) one from outside his athletic conference but within his regional service center area, and (3) one from outside his regional service center area. The two leading nominees from each of the twenty regional service centers who had at least three nominations and agreed to participate were asked to serve on the panel of experts.

The thirty-three principals thus identified were asked to participate on a panel using the Delphi technique. At the same time, they received an open-ended questionnaire which contained five topics: (1) school management, (2) human relations, (3) working with groups, (4) setting and meeting goals, and (5) personal characteristics. Panelists were asked to list, for each of the five areas, the most important factors that would contribute to success in AA high school administration within the next five years. Of the total number of panelists, 91 percent completed and returned the questionnaires. The 105 statements determined from these questionnaires made up questionnaire 2, which the panelists received on the second round.

On questionnaire two, the panelists ranked each statement on the extreme importance-little importance scale next to it. The completed questionnaires (returned by 97 percent of the panelists) yielded data to compute the median and interquartile range for each statement.

On the third round, each panelist received his questionnaire two and questionnaire three which contained, for each statement, the median and the interquartile range. Nearly 88 percent of the original panelists

completed questionnaire three, from which the final group judgments were determined. This high response indicated the seriousness of purpose with which the panelists approached their task of identifying factors which contribute to success in administration of AA high schools in Texas.

FINDINGS AND CONCLUSIONS REGARDING SCHOOL MANAGEMENT

The panel of experts identified important school management success factors (listed below under findings) that would contribute to success in AA high school administration within the next five years. The panelists' indication of importance was partly evidenced by (1) the distribution of these factors by levels of importance, and (2) the number of success factors in certain administrative areas.

Finding

Twenty-seven school management success factors were ranked by the panel of experts. These factors were grouped by intervals of importance levels as follows:

Area of highest Importance--
Median = 4.75 - 5.00

1 Placing personnel properly in key assignments (median = 4.94)

2 Demonstrating good decision making (median = 4.90)

3 Being aware of what is going on in the school (median = 4.81)

Area of Very High Importance--
Median = 4.50 - 4.74

4 Being certain that responsibilities are met (median = 4.74)

5 Maintaining a functioning instructional program (median = 4.59)

6 Having ample and dependable office assistance (median = 4.59)

Area of High Importance--
Median = 4.00 - 4.49

7 Having board policies that cover problem areas (median = 4.46)

8 Making everyone know what to expect (median = 4.39)

9 Managing school funds (median = 4.31)

10 Being strict in disciplinary matters (median = 4.25)

11 Making directions very clear (median = 4.21)

12 Sharing of leadership (median = 4.18)

13 Having knowledge of school law (median = 4.13)

14 Maintaining a functioning extra-curricular activities program (median = 4.13)

15 Having knowledge of curriculum (median = 4.11)

16 Being able to justify every action taken (median = 4.07)

17 Managing school plant (median = 4.04)

Area of Moderate Importance--
Median = 3.00 - 3.99

18 Understanding personnel and departmental roles (median = 3.94)

19 Scheduling time for all administrative duties (median = 3.93)

20 Establishing priorities (median = 3.91)

21. Establishing organized routine (median = 3.87)

22 Enforcing definite school policies to the letter (median = 3.77)

23 Using planning, programming, budgeting system (median = 3.46)

24 Analysing educational research and practices (median = 3.46)

25 Visiting classes frequently for valid evaluation (median = 3.46)

26 Knowing federal program application techniques (median = 3.27)

27 Being expert in dealing with the news media (median = 3.21)

Conclusions

Proper handling of personnel functions appears highly important in successful administration. Six of the first twelve success factors dealt with various aspects of personnel administration.

Knowledge seemed not to be as highly regarded as were the skills or competencies in school management. Knowledge in school law, curriculum, and federal programs was mentioned but was not ranked relatively high.

While successful principals in Texas AA high schools regarded strict discipline as being highly important, the fact that discipline ranked tenth on the scale of importance is perhaps inconsistent with the public's role expectation. Current literature indicated that discipline is consistently regarded as the number one problem area in schools. It could be that proper attention to the higher rated functions contributes substantially to discipline's being regarded as a lower priority item.

Certain factors regarded highly in the current literature were assigned moderate importance by successful principals. These included

using planning, programming, budgeting systems, visiting classes frequently for valid evaluation, and being expert in dealing with the news media.

FINDINGS AND CONCLUSIONS REGARDING HUMAN RELATIONS

The panel of experts ranked 93 percent of the human relations success factors (listed below under findings) which they identified, with a median of four or above, but less than the highest possible median of five. The size of each median indicated the panelists' considerable agreement regarding the importance of human relations in the administration of secondary schools.

Findings

Thirty human relations success factors were ranked by the panel of experts. These factors were grouped by intervals of importance levels as follows:

Area of Highest Importance--
Median = 4.75 - 5.00

1 Having genuine interest in the welfare of students and the staff (median = 4.92)

2 Having an open-door policy to students and staff (median = 4.90)

3 Believing sincerely in the worth of an individual (median = 4.90)

4 Being able to listen (median = 4.84)

5 Being approachable by students, teachers, and parents (median = 4.78)

6 Being enthusiastic (median = 4.78)

7 Making good decisions under stress (median = 4.78)

Area of Very High Importance--
Median = 4.50 - 4.74

8 Supporting individual teachers in disciplinary matters (median = 4.74)

9 Treating others as you would like to be treated (median = 4.74)

10 Being able to take blame and share credit (median = 4.65)

11 Demonstrating confidence in others (median = 4.65)

12 Being skilled in working with individuals (median = 4.65)

13 Communicating with individual students, staff, and community members (median = 4.59)

14 Practicing equality (median = 4.53)

15 Knowing and understanding personnel as individuals (median = 4.53)

Area of High Importance--
Median = 4.00 - 4.49

16 Being aware of the problems in the community that influence your school (median = 4.46)

17 Having patience with individuals (median = 4.41)

18 Being willing to solve school problems (median = 4.39)

19 Making evaluations based on available ideas and information but without prejudice (median = 4.29)

20 Understanding causes of problems (median = 4.26)

21 Having a sense of humor for human relations (median = 4.25)

22 Being positive in all relations (median = 4.23)

23 Keeping students, staff, and the community well informed (median = 4.22)

24 Praising individuals for good work (median = 4.22)

25 Allowing individuals freedom of carrying out responsibilities to the best of their abilities (median = 4.20)

26 Having empathy and sympathy with others (median = 4.09)

27 Helping individuals of different background to understand each other (median = 4.09)

28. Interacting with others so that a personal feeling of adequacy may have an impact on them (median = 4.00)

Area of Moderate Importance--
Median = 3.00 - 3.99

29 Knowing moods of individuals as based on their ethnic, social, and economic background (median = 3.96)

30 Visiting with individual personnel of the school (median = 3.78).

Conclusions

As evidenced by the fact that twenty-eight human relations success factors were ranked with a median of 4.00 or above, but less than the highest possible median of 5.00, the panel of experts indicated considerable agreement regarding the importance of human relations in the administration of secondary schools.

Twenty-four of the thirty success factors in the area of human relations dealt with how a principal should relate to individuals. Success of the principal in human relations seems to depend heavily on his awareness of, and a willingness to facilitate various kinds of interpersonal responses with individuals: teachers, students, staff, and parents.

In the success factors dealing with students and the staff, the principal was perceived to be relied on for support and a sense of direction within an atmosphere of give and take. The principal should entertain a sense of mutuality and encourage other democratic practices in his relationship with individual students and the staff.

FINDINGS AND CONCLUSIONS REGARDING WORKING WITH GROUPS

The success factors the panelists identified regarding working with groups (listed below under findings) dealt primarily with the need for sharing tasks, and the congruence in both perceptions and expectations concerning the administrator and his groups. Fulfilling the needs should determine successful discharging of the principal's related responsibilities.

Findings

Fourteen success factors regarding working with groups were ranked by the panel of experts. The factors were grouped by intervals of importance levels as follows:

Area of Very High Importance--
Median = 4.50 - 4.74

1 Preparing thoroughly before group meetings (median = 4.69)

2 Achieving cooperation from co-workers (median = 4.53)

3 Keeping communication open among all groups (median = 4.53)

Area of High Importance--
Median = 4.00 - 4.49

4 Directing groups in such a manner that they feel that decisions arrived at are thei s (median = 4.25)

5 Giving groups sufficient information on meetings (median = 4.22)

6 Defining group tasks clearly (median = 4.13)

7 Being democratic in working with groups (median = 4.16)

8 Involving groups to plan and implement tasks (median = 4.12)

9 Avoiding the dominating of a group meeting (median = 4.06)

10 Adapting and adjusting to various groups (median = 4.03)

11 Being able to cause groups to interact (median = 4.00)

Area of Moderate Importance--
Median = 3.00 - 3.99

12 Keeping groups small for better involvement (median = 3.93)

13 Making brief and precise speeches to groups (median = 3.91)

14 Announcing group progress and results by stages (median = 3.62)

Conclusions

Among several items considered for conclusions, communication and competencies in group dynamics seemed to be most outstanding. Communication plays a major role in working with groups, especially through demonstrating mutual respect for the feelings and aspirations of each group member. Competencies in group dynamics promote greater congruence in perceptions of tasks, enable principals to adapt and adjust to groups, and stimulate group members to interact.

FINDINGS AND CONCLUSIONS REGARDING SETTING AND MEETING GOALS

The success factors in the area of setting and meeting goals (listed below under findings) seemed to indicate a need for certain productive perceptions and relations among the administrators, their subordinates, and the community. Perceptions regarding clarity of goals seem important in facilitating greater individual responsibility to ensure successful setting and meeting goals.

Findings

Sixteen success factors regarding setting and meeting goals were ranked by the panel of experts. The factors were grouped by intervals of importance levels as follows:

Area of Very High Importance--
Median = 4.50 - 4.74

1 Gaining cooperation and loyalty from co-workers (median = 4.74)

Area of High Importance--
Median = 4.00 - 4.49

2 Selling goals and needs to the superintendent and school board (median = 4.39)

3 Providing clear and meaningful procedures (median = 4.31)

4 Planning for anticipated problems (median = 4.28)

5 Pursuing realistic, attainable, and measurable goals (median = 4.27)

6 Encouraging and recognizing personnel working toward goals (median = 4.22)

7 Assigning goals to individuals and groups that they can best achieve (median = 4.22)

8 Developing objective means of checking if goals will be met as set (median = 4.18)

9 Involving students, staff, and community in meeting goals (median = 4.12)

10 Establishing priority of long and short range goals (median = 4.00)

Area of Moderate Importance--
Median = 3.00 - 3.99

11 Accommodating recognized weaknesses (median = 3.94)

12 Keeping progress reports up-to-date to meet unexpected evaluation inquiry (median = 3.92)

13 Adapting to deadline changes (median = 3.85)

14 Encouraging competition in meeting set goals (median = 3.62)

15 Giving progress reports concerning meeting goals (median = 3.56)

16 Showing employees how to perform their tasks (median = 3.34).

Conclusions

The success of principals in setting and meeting goals is contingent upon developing a commitment toward common purposes, which is strongly related to making the individual subordinates feel that they are capable and highly valued in achieving set goals.

While procedural techniques were viewed as important in setting and meeting goals, emphasis seemed to be upon seeking greater commitment to common goals.

Nearly all success factors determined by the panel of experts were reported by the literature surveyed. However, recent emphasis on the systems approach may call undue attention to procedural details in setting and meeting goals, which could result in neglect of critical human factors.

FINDINGS AND CONCLUSIONS REGARDING PERSONAL CHARACTERISTICS

The panel of experts identified personal characteristics (listed below under findings) which seem desirable. Principals who aspire to succeed in administration should at least cultivate and practice certain of these important success factors.

Findings

Eighteen success factors regarding personal characteristics were ranked by the panel of experts. The factors were grouped by intervals of importance levels as follows:

Area of Highest Importance--
Median = 4.75 - 5.00

1 Being honest (median = 4.98)

2 Being sincerely concerned for people (median = 4.96)

3 Having high moral conduct (median = 4.94)

4 Being dependable (median = 4.90)

5 Being professionally dedicated in leadership (median = 4.90)

6 Being understanding (median = 4.87)

7 Being respectful to oneself and others (median = 4.87)

8 Having self-confidence (median = 4.78)

Area of Very High Importance--
Median = 4.50 - 4.74

9 Being a listener (median = 4.74)

10 Having foresight (median = 4.74)

11 Being patient (median = 4.74

12 Setting the best example (median = 4.74)

13 Being firm (median = 4.69)

14 Being friendly (median = 4.69)

15 Being flexible (median = 4.59)

16 Having a thick skin (median = 4.59)

Area of High Importance--
Median = 4.00 - 4.49

17 Being well groomed (median = 4.46)

18 Being humorous (median = 4.29).

Conclusions

Personal characteristics were quite highly regarded as contributing to successful administration. All but two of the personal characteristics success factors were ranked within the two highest intervals of importance levels.

The characteristics emphasized were not the innate kind such as being tall or physically attractive, but rather were the type that can, and apparently should, be cultivated by administrators.

RECOMMENDATIONS

1. Certain of the success factors should be considered for adoption in the programs of recruitment, selection, and tenure of AA high school principals.

2. The success factors should be considered for adoption in program planning for graduate students majoring in educational administration. Particular emphasis should include methods in skillful delegation and supervision of the personnel in their tasks.

3. The success factors within the five concept categories should be useful in: (a) devising a measure for administrative success, (b) providing preparatory experiences to meet professional performance demands, and (c) developing performance criteria for principals' accountability purposes.

4. Principalship will need to emphasize procedural techniques of implementing accountability-planning, programming, budgeting system, and management by objectives.

5. Training programs for principals will need to emphasize competencies in group dynamics (knowledge in what creates or contributes to groupness, and skills in working with groups).

6. Training programs designed to improve certain personal characteristics of the principal should concentrate on his response (verbal and non-verbal) regarding his relations with people. Training emphasis should concentrate on demonstrating respect for attitudes, feelings, and dignity of others, on stimulating ambitions of subordinates regarding effective facilitation

of tasks, and on relating resourcefulness, knowledge, and skills in meaningful ways. The training programs should also enable the principals to cultivate positive attitudes which are essential in accurate perceptions regarding interpersonal relations.

CONSIDERATIONS FOR FURTHER STUDY

The study has used a grass roots approach to generate factors deemed important in administering a AA high school. These factors should now serve as hypotheses to determine if a cause and effect relationship exists. They should be field tested.

Using the identified success factors, a study should be conducted to determine if: (1) there is a significant difference between AA high school principals nominated as successful administrators and those who did not receive nominations at all (in regard to their perception of the determined factors as success factors); (2) there is any significant difference among perceptions of success factors on the basis of age, length of time of experience in teaching, level of academic training, and levels of administrative experience; (3) there is any significant difference in perception of importance of success factors, among AA high school principals and their students, teachers, staff, superintendents, and board members; (4) there are significant differences in perceptions of importance of success factors, among principals due to (a) school size and (b) school type; and (5) the success factors are productive, if employed.

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